



BLESSED DOMINIC CATHOLIC PRIMARY SCHOOL



# Blessed Dominic Catholic Primary School



## EAL Policy

**Date of policy: July 2023**

**Next Review: July 2025**



## EAL Policy

### **Rationale**

In line with our Mission Statement we believe that this is an inclusive school of pupils, community, staff and governors –which recognises and addresses the needs of EAL pupils as it recognises the specific needs of all pupils.

We are committed to promoting, within the school, an environment in which everyone is respected and valued.

Blessed Dominic School has a significant number of pupils who use English as an additional language. We recognise that cultural and linguistic diversity is a rich resource for the whole school. We also recognise that pupils' achievement is linked to a welcoming environment in which they feel valued and confident. Building on pupils' knowledge of other cultures and languages will support EAL learners in becoming confident speakers and writers of English in all areas of the curriculum.

### **Statement of intent**

In this policy, the term 'English as an Additional Language' (EAL) refers to pupils whose main language at home is a language other than English.

Pupils with EAL will face various difficulties throughout their academic life. Pupils' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Pupils with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

Research suggests that those new to English will acquire conversational fluency within two years, but will need five years or longer to achieve competence in academic English.

This policy has been established to ensure all pupils with EAL at the school are given the best chance possible to reach their full potential.

We aim to:

- To provide an inclusive and welcoming ethos and curriculum; acknowledging the diversity of ethnicity and culture of all members of the community.
- Ensure strategies are in place to support pupils with EAL.
- Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.
- To identify and provide for the individual learning and language needs of pupils with EAL



## **Objectives**

- To provide a welcome environment for children and their families from their first contact with our school.
- Assess the skills and needs of pupils with EAL
- To ensure that pupils with EAL will have access to the curriculum as quickly as possible, by using a range of strategies and visual and auditory resources
- To make sure pupils with EAL will have opportunities to work alongside fluent users of English
- To recognise and value pupils' home languages and build on the children's existing knowledge and skills
- To raise achievement of pupils with EAL by targeting, tracking and monitoring progress
- Maximise opportunities to model the fluent use of English.
- Ensure pupils with EAL are acknowledged for their skills in their own languages.
- Use all available resources to raise the attainment of pupils with EAL.

## **Home-school links**

- Teachers will communicate with and involve parents in their children's learning
- All staff will promote a multi-cultural understanding in school
- The staff are aware of obstacles to communication which may arise for some pupils and families with EAL and provide support whenever possible.

## **Curriculum, Teaching and Assessment**

- Curriculum planning will take account of the background and language needs of all pupils. Teaching through the Creative Curriculum facilitates a more inclusive curriculum.
- All teachers are responsible for building strategies into planning to support the language development of EAL pupils and will structure lessons appropriately eg. Visual cues, scaffolding, modelling etc.
- Teaching methods and styles will take account of the language needs of pupils.

## **Integration into the school of EAL pupils**

- We will help new pupils to feel welcomed with a special friend (who speaks the same language, if possible)
- We will ensure a supportive environment with signs and books around the school in multi-lingual format, encouraging children and families to share their culture and language.
- Teachers will provide focused work on speaking and listening and opportunities to use the language in collaborative, non-threatening situations



- We recognise that EAL pupils may be gifted and talented even though they may not be fully fluent in English
- We will make available a range of resources to support pupils' linguistic development

### **Resources**

- The school purchases resources which reflect different cultures in their language, visual images and content.
- Money continues to be allocated each year to purchase further resources to support the EAL pupils.
- Several dual language books are in use in classrooms for the children to take home and share with parents.
- Multi-lingual signs and posters are around the school and classrooms.
- Dual language I.T. programs are available.
- English language and vocabulary games.

### **Success Criteria**

- Pupils feel confident and happy.
- Pupils (other than those recently arrived) achieve on a level with the monolingual pupils.
- Staff feel confident in supporting the needs of EAL pupils.
- Pupil data is accessible and manageable.
- Parents are happy to approach the school.
- The school environment reflects and celebrates the multi-lingual nature of the pupil population.

### **Monitoring this Policy**

- All teaching staff are responsible for implementing this policy.
- The Inclusion coordinator and SLT will collect and analyse data
- 'Follow Up' meetings are arranged for newly arrived pupils to provide an opportunity for any concerns to be addressed.

July 2023

This policy will be reviewed every 2 years or as deemed necessary by the Head teacher and Governors